

# School and Community

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No. 2



# SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

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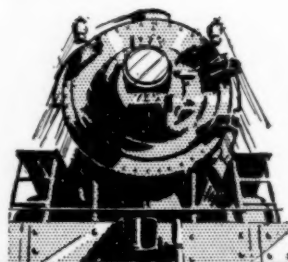
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# EDITORIALS

## LET'S MAKE AN EFFORT

**M**ANY TEACHERS FIND themselves in a position of embarrassing disadvantage right now because of the kind of contract they entered into last year. Those who agreed to teach for whatever money was available and those who more specifically contracted to teach for a salary so low that the available money would continue the schools for the regular term, are probably debarred from sharing in the federal relief funds provided by the FERA or the state funds provided by the special \$225,000 appropriation. While the schools will be continued in either case, which is the fundamentally important fact, nevertheless the teachers suffer.

Is it not the part of wisdom that teachers now, through their community organizations, have meetings for the purpose of discussing the salary situation for next year? It ought to be possible for all teachers in a given county at least to agree on a minimum salary below which no teacher would agree to teach. Of course, there are difficulties in the way, but none of these is insurmountable.

What county will be the first to start such a movement? With codes and price agreements on every hand and in every business, certainly there can be no stigma attached to such a movement. To our way of thinking the let-it-drift attitude is much more reprehensible. The every-fellow-for-himself policy is in keeping with neither the times nor the specific situation.

You need not wait for someone else to take the lead. Every teacher should begin now to talk about it with her fellow teachers. A demand from you will help to get action, silence on your part makes the possibility of action less.

## BABSON ON EDUCATION

**W**HEN A STATISTICIAN speaks, the modern world of thinking people gives attention. When Roger W. Babson, the King of the Statisticians and the head of what is perhaps the greatest statistical organization in the world, makes carefully prepared statements over his own signature, we certainly cannot regard his statements as fine frenzies caught from the fancies of an unsubstantial dream.

In a recent special letter (published in full on page 41) on the Future of Education, this statistical authority allows his knowledge of present trends to play upon prognostications for the future. He says, "As I visualize the future, I see the number of teachers *increase* as the number of agriculturists, skilled laborers and industrial workers *decrease*." This is to be because the number of material things which man can use is limited by the very nature of men, and the man-hours necessary to supply these needs is constantly decreasing due to continued perfection of the use of power driven machines. In the realm of physical, intellectual and spiritual development, however, there are no such natural

limits yet in sight. Therefore more people will be required for the development of man in these realms.

One of the finest, truest, and most challenging statements we have ever seen is contained in this letter: It is this "Christian teaching is an industry that can never be overdone, as it is turning out a product of which there can never be a surplus. Even today the safest and most profitable investment is in education."

What a contrast to the wail that comes from the tottering thrones of special privilege and vested interests! The birth of such ideas may well cause the Herods of narrow selfishness to spend sleepless nights hatching up cruel plans for the protection of their imagined rights, and their tottering positions of advantage.

But in spite of their efforts and their cunning use of force, the quiet power of the *idea* like that of the tender rootlet or the capillarity of water will prevail in the establishment of a soil from which will spring the fruitage of a more abundant life for all.

## MASTERS OF DESTINY

**W**ALTER LIPPMANN, the distinguished writer and thinker, believes in the possibility of a planned destiny. Twenty years ago he wrote a very stimulating book which he called "Drift and Mastery," and which today seems strangely new and apropos to the times. Recently he delivered an address at the University of California in which he discussed the same general idea embodied in his book, namely, that the world is no longer satisfied with the old ideas of Spencerian philosophy which maintained that people do not have the necessary intelligence to cope with the economic

and social forces of the world, that *drift* is the only possibility, that nature is the safest solution to human ills; that to tamper with social planning is exceedingly dangerous; that we must blindly trust the so-called laws of economics and sociology to guide our destiny and to ultimately right the wrongs of the present, if they are righted.

We prefer Lippmann. His philosophy may be somewhat nebulous and even tenuous as regards the attachments which he makes between it and specific goals, but it is challenging, it has promise attached to understandable and controllable means. "We are," he says, "a generation that has an appointment with destiny." Then he proceeds to point out how the laissez-faire system, if system it may be called, has broken down; how the policy of drift and letting nature take its course has failed. He says that people, the people who lead in the thought of the world, are dissatisfied with a theory which allows political constitutions to be settled by wars and revolution. We are no longer willing to let bankruptcy, and failure, brute force and misery, competition and ruin be the ultimate dicta which decide our course. For this he would substitute and thinks the world is ready to substitute directed, purposeful intelligence.

What a challenge to education! What an inspiration to teachers! What a motive for study! Can education with such a responsibility fail upon it continue as less than a major activity of organized society? Can teaching with such an objective be intrusted to any but the highest and best in personality, character, and training? Can students thus motivated be less than sincere, honest, and

enthusiastic in their preparation? Need we be the puppets of blind chance, crushed by circumstance and punished by the cruelty of chaos? May we by the intelligent application of knowledge we have or is within our reach become in a far greater measure *Masters of Our Destiny*? Will we drift as the victims of wave and wind

among the rocks of confusion or will we be steered into the high seas of intelligent purpose toward the harbor of economic and social justice? Society must answer through the medium of education. Teachers must furnish the words by their work, their character and their spirit.

## THE FUTURE OF EDUCATION

### SPECIAL LETTER

From ROGER W. BABSON.

**W**ITH ALL THE TALK there is today about technology and the machine age, some clients may wonder what people are to do for a living when the dreams of the technocrats come true. (Let me add, moreover, that I believe that some day these dreams will be realized.) We have only one stomach and can eat only a limited amount of food. We have only two feet and can wear only a limited number of shoes. There is a limit to what an individual can spend sensibly on food, clothing, shelter and even amusement. No one on this planet has more than twenty-four hours a day. America is gradually approaching a consumption saturation point.

**O**N THE OTHER hand, altho we ourselves may have all we need of material things, we must not forget that hundreds of millions of other people are today barely existing. Therefore, before thinking about four-hour days, we should continue to raise crops and make goods for those less fortunate than ourselves. As this is a job of generations rather than mere years, we need not now worry about the dangers of the machine age. So long as one human being is in want of food, clothing or shelter, no right-minded and able-bodied person should be content to work only a few hours a day.

**Y**ET I MUST GRANT that *theoretically* the technocrats are right. We are constantly approaching a time when everyone can enjoy a standard of living equivalent to an income of \$10,000 per year by working four hours per day for four days per week under proper organization. (This will come, however, thru the laboratory work by scientists rather than thru legislative work by radicals.) Therefore clients are justified in asking: What will take up the slack? Or, to state the question in another way: What will we do with our spare time? Is there some line of work which can be expanded as the demand for agricultural, construction and industrial workers declines? I believe that there is such a line, and here is my reason.

**A**LTHO PEOPLE CAN, to their own advantage, consume only a limited amount of food, clothing, shelter and amusements, *there is no limit to their own development physically, intellectually and spiritually*. Thru breeding, training and character, the possibilities of every race are beyond the dreams of the most visionary. These possibilities put the most progressive technocrat in the ox-cart class. Instead of one Edison, there can easily be a million; instead of one Einstein, there easily could be another million; and so on *ad infinitum*. It is merely a question of proper breeding, training and character.

**T**HIS DEVELOPMENT to which I have referred will come about thru increasing the quality and numbers of the teaching profession. My grandson—now in school in Wellesley, Massachusetts—is one of a class of forty-three!

Gradually, as parents and taxpayers have more sense, the size of these classes will be reduced to thirty, twenty, ten and even smaller. I forecast the time when each scholar will have one special teacher, and perhaps several specialists as did Helen Keller. Considering the results which her teacher, Miss Sullivan, obtained with this deaf, dumb and blind student, the possibility of universal independent tutoring becomes apparent.

**T**HEREFORE, AS I VISUALIZE the future, I see the number of teachers *increase* as the number of agriculturists, skilled laborers and industrial workers *decrease*. Future generations will realize it will be far better for them to do a full day's work themselves and employ *more people* to develop their children physically, intellectually and spiritually. **Christian teaching** is an industry that can never be overdone, as it is turning out a product of which there can never be a surplus. Even today the safest and most profitable investment is in education.

**W**HATEVER SOCIAL OR POLITICAL systems may be tried in the future, children will always be the greatest assets. Stocks, bonds, bank accounts, insurance policies and real estate holdings may easily pass out of existence. Our children, however, will always be *ours*. Whatever happens to bankers, manufacturers and merchants, the efficient teacher will always be in demand. Moreover, as leisure time increases, the demand for those who can train others physically, intellectually and spiritually will rapidly increase. Even today many families are looking for such persons to come into their homes and guide their boys and girls.

ROGER W. BABSON

### Is *this* the New Deal for Teachers.





## \* Social Changes in Local Communities

Heber U. Hunt, Supt. of Schools at Sedalia.

THE DEPRESSION has brought about many changes in local communities. Some of these changes have been both economically and socially desirable. Others have been unfortunate and disastrous.

It is not my purpose to attempt an enumeration of these changes. All of you are perfectly familiar with them. The changes that have taken place in my particular community have likewise occurred in yours and a recital of them would contribute little, if any, to the objectives of this program.

I shall therefore present only one outstanding change and resulting problem and shall confine my remarks to a few suggestions concerning the possible solution of this particular problem.

As I see it, the greatest change and resulting problem insofar as schools are concerned, is that society, in general, now has more and more time in which to do nothing. And, in all probability it will have even more in the years immediately ahead.

In the first place, there is the vast army of unemployed adults—more than 3,000 in our own local community. These people—without jobs, most of them without money and with nothing to do—present a social as well as an economic problem which must be solved.

Next, is the annual crop of High School graduates—some 200 in our community—most of them unable to go to college—practically none able to secure employment—in other words with absolutely nothing to do but loaf. And, we must also add to these two groups everybody now employed whose hours of labor have been considerably shortened by the new working codes. The problem is—what are these people going to do? How are they going to use their leisure time and the responsibility for the solution of this problem rests squarely upon the public schools. From our point of view as school administrators, it is not so much a problem of

what *should be* done as it is a problem of what can be done about it. We think we know what should be done—but reduced budgets have forced practically all of us to do exactly the opposite. In our helplessness we have met the problem of increased leisure time which has accompanied the depression, by eliminating playgrounds, physical education, dramatics, bands and orchestras, debating, Boy and Girl Scouting, Y. M. C. A.'s,—the “frills” some call them—and have even closed our school buildings at night in order to save money and to lighten the load of overburdened and disgruntled tax payers. We have been forced to cast young people out of school with diplomas in their hands but with nothing to do and then we wring our hands in despair because they seek relief from their loneliness by means of questionable amusements. And while we have been doing these things—Road Houses have opened—night clubs have been crowded, saloons have been legalized and America has had its fling. And unless the American Public awakes and awakes quickly to the need of adequately providing for, directing and supervising the increased leisure time of adults and youth, then may God have mercy on our souls!

It will cost money, to be sure if schools assume this responsibility, but somehow and somewhere this money must be found and, in my opinion, it cannot be secured from increased taxation. The solution, it seems to me, lies in three directions.

First, if we would adequately solve this problem, we must completely overhaul our entire system of taxation. Instead of adding another tax—such as the inadequate sales tax recently passed in Missouri, the entire tax program should be revised to meet present conditions and modern times. And, if this organization and the State Association really desire to perform a worthwhile service they should employ experts to study the tax problem in Missouri and to prepare a modern program of taxation to be presented to the next Legislature or to the voters of the state, if necessary. That is the first step

\*An address before the Missouri School Administrative Association, held at Columbia, Jan. 25, 1934.

which should be taken to meet the problem of increased leisure time and the school problems of Missouri in general.

Second, we should *also completely overhaul and reorganize* the entire educational system of the state. Even if I be *burned* at the stake for heresy, I make the assertion that with the proper organization of schools of Missouri from kindergarten through the University, the same amount of money that is now being spent would provide a fairly good system of schools—which is absolutely impossible with our present organization. Pettis County, for example, attempts to operate 7 High Schools for white children, when one is all that is needed. Pettis County has 75 rural schools. Ridiculous and absurd. Each county in the state has a County Superintendent of Schools and as many city superintendents as there are High School Districts. One Superintendent of Schools for each County would be enough with the proper school organization. Our state attempts to operate 5 Teachers' Colleges, the Rolla School of Mines and the State University—which is equally extravagant and absurd. The College and University operate elementary and High School training schools and these are duplicated by the public schools of each city in which these institutions are located. Millions of dollars are wasted in the construction and maintenance of school buildings where they are *not* needed and thousands of dollars are spent every year for unnecessary teachers. This applies not only to one room rural schools but even to such sacred institutions as Teachers' Colleges or the State University.

Before we can hope to have funds sufficient to operate and maintain even the

schools we now have—much less to provide for a continuous program of adult education and for direction and supervision of leisure time, *we must rebuild our own house*. And unless we do—someone else, less interested in education, and in boys and girls, will soon rebuild it for us.

And last, we should completely revamp and overhaul our school curriculum. Thousands of children are wasting their time and tax payers' money attempting to study Algebra, Geometry, Latin, French or numerous other similar subjects because of silly and out of date college and university requirements, when they should be playing a horn, or studying some vocational subject which might possibly function in later life.

Course after course in college and university merely duplicate work in other courses and are only differentiated by the title of the course and by the name of the instructor.

The time has certainly come when the entire curriculum should be subjected to a strenuous test; worthless and out of date materials should be completely eliminated and courses of more practical value now and in later life substituted.

If we could do these three things, and we could if we would—revise our system of taxation, reorganize our educational system and modernize our curriculum—we could support education in a manner not yet *dreamed* of in Missouri. And unless we do, we are headed back to the Three R's and to ox cart educational opportunities for our children to prepare them to live in a machine age. And, for our selfishness and stupidity, we will justly be condemned by generations yet unborn.

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**Further retrenchment in our school budgets, as a general policy, is unnecessary and dangerous—the country as a whole has every reason to plan for better schools.**

HENRY I. HARRIMAN, President of the U. S. Chamber of Commerce.

## Program for Physical Education in Schools with Limited Finances

By CLARENCE M. WHITEMAN  
C. M. S. T. C.

**T**HE 1933-34 SCHOOL year finds the physical education programs in some of the schools slightly retarded, due to lack of funds, and to the hiring of a part time physical education teacher.

Although some must limit the various courses required by the state, nevertheless, the health of the child is paramount, and should not be neglected. The physical education department, under the direction of Superintendent Chas. A. Lee, and the health department under the supervision of Dr. E. T. McGaugh, offer the schools of Missouri an organized program that will enable every student to derive a benefit from it. Material may be obtained from Superintendent Lee and Dr. McGaugh from which a yearly program may be worked out satisfactorily by the schools of limited finances, and by those that have part time teachers who are in doubt about the program to conduct under such circumstances.

The activities of some schools are necessarily limited due to lack of equipment, play space, or to not being able to have a properly marked field. Those schools that are thus unfortunate, should arrange a physical education program with a minimum amount of equipment. This article, it is hoped, may be helpful in giving an approximate cost of equipment, and activities to be enjoyed with the same. The following tables show the approximate cost of equipment that can be used and the number and kinds of games that can be played.

- |  |                    |
|--|--------------------|
| 1. Soccer-----                           | Ball cost, \$1.50  |
| 1. Speed-ball                            | 8. Roll Ball       |
| 2. Soccer-ball                           | 9. Scrimmage       |
| 3. Dodge-ball                            | 10. Hit the runner |
| 4. Volley-ball                           | 11. Washburn ball  |
| 5. Basket-ball                           | 12. Mount ball     |
| 6. Hit-pin base-ball                     | 13. Fist ball      |
| 7. Free throw con-                       | 14 Assist in relay |
| tests                                    | races              |
| 2. 1 play ground ball 12 inch size ----- | \$1.50             |
| 1 Bat 12 inch size -----                 | 75                 |
| 1. Long-ball                             |                    |
| 2. Base-ball                             |                    |
| 3. Speed test                            |                    |
| 4. Accuracy test                         |                    |

Inter-class games of speed-ball, soccer, base-ball will comprise the fall intramural program with the soccer ball and base-ball and bat.

Relays, volley-ball and basket-ball will comprise the winter program.

Base-ball, speed ball, soccer, tract events and passing of badge tests will afford the activities for the spring inter-class programs.

Well organized programs with a captain selected for each team, posting of bulletins stating the sport to take place, time to be played, teams entered, place, final standings after each game and awards given, will increase the desire to play.

Much interest may be aroused by giving badge tests, State M's or other suitable awards.

Well marked fields may be had by cutting old tire tubes in twelve inch lengths and burying same 6 or 8 inches under the ground leaving 6 inches above ground for mark and use as many as necessary for field. This marks the field well and is more permanent than marking with lime, also there is no expense to this means of marking field. The tubes may be painted white, which makes them more easily seen in the late afternoon or night. However, lime may be used for special games or contests.

Health talks on hygiene may be given by the teacher once or twice a week. Material for these may be obtained from the physical education department or the Health department. Physical examination blanks and records are very helpful, and may be obtained from the physical education department, or the teacher may make one suitable for the purpose. Local physicians and public organizations will help handle any health problem, and will also assist with the examinations.

Health posters may be made by the students and suitable prizes awarded for same. Interest may be held by having an exhibit where all posters are placed in a public hall.

## Are High School Codes Worthwhile?

by

L. E. Ziegler, Superintendent of Schools, and Giles Theilmann, Principal of Senior High, Boonville, Missouri.

**T**HE FOLLOWING MATERIAL is presented because of many inquiries and a great many pertinent questions. It is not submitted in an attempt to support certain claims relative to the value of the Boonville High School Code. The value of any thing lies in its use. Those of us who are closely associated with this particular document are, therefore, waiting with a certain degree of eagerness before we are willing to pronounce final judgment. All of us have been told and many of us realize that a guidance program of any nature may be made very attractive on paper. On the other hand, we must realize that successful operation to desired ends is quite another matter. For these reasons we suspend judgment until we have evidence that will justify a positive answer relative to the value of a code of this nature.

We are in no way apologizing for either the code or its results and while we are not equipped with data to bear out our feelings we do feel that some good results have been and are being accomplished by this plan. There are numerous cases, with which those of us who are actively on the job have come in contact, which we have every reason to believe are the net results of code influence.

Frankly speaking, there were predictions both positive and negative by members of the faculty as well as by patrons that the results would not be worth the effort and that the code would die a natural death upon its completion. Whatever the final outcome may be we know that after considerable preliminary thinking, work was started on Sept. 26, 1933; and that today the code still lives. In fact it is more alive today than it has been at any time before. It has been discussed from both sides in the last three meetings of the boys league; significantly the discussions grew out of demands from the students themselves.

### History of the Act

After carrying on an election of student body officers in the same manner as the national election, the administration was eager that they have some really constructive program to carry out during the year. It was suggested that the student body draw up a code for high school students. Codes were very much in style. The suggestion seemed to be timely and the newly elected student body president caught the spirit of the thing and went even further than the administration had anticipated.

### A "Brain Trust"

The day after the inauguration of officers the president announced his intention of appointing a Brain Trust for the purpose of formulating a code for High School Students. After much deliberation the president appointed the boy whom he defeated in the gen-

eral election as administrator of the code. The president then appointed 30 members of the student body as the Brain Trust; these were carefully chosen. He asked the members of the faculty to submit names of students whom they thought worthy of holding such a position. From this list of names he selected the members of the Brain Trust. He then divided these 30 people into five committees, namely: Home, State, Church, School and Industry.<sup>1</sup>

As no one in school was quite sure as to just what should be included in a code for high school students several general meetings of the Brain Trust were held. These meetings were for the purpose of discussing the idea in general and to get some idea as to procedure.

Finally the Brain Trust agreed that a code of this nature should include the desirable attitudes a high school student should have toward each of the five institutions which make up society. In other words, "What should be a high school student's attitude toward the home as an institution?" The same question was asked with reference to each of the other four institutions.

### Procedure

Each member of each committee was to interview several patrons who were qualified to give suggestions. For example, the Church Committee had personal interviews with all members of the Ministerial Alliance and received much valuable help from them. The School Committee interviewed all members of the faculty of both the high school and the grade school. The Industry Committee interviewed successful business men, and the State Committee interviewed lawyers and others. The Home Committee interviewed mothers who have been active in community work and who have been recognized as successful home makers. All the information collected by the members of the Brain Trust was then brought back and each committee set about digesting and tabulating ideas proposed. After careful consideration and classification of the material, the accompanying code assumed form.

The code was submitted to each student and he was asked to study it carefully. If he felt that he could conscientiously sign it he did so together with five others, one of his parents, a successful business man, his principal, the president of the student body and the administrator.

### The Emblem

The Brain Trust asked the student body to submit samples of emblems to be used for the code. About 25 samples came in and the one selected by the Brain Trust appears at the

1. Coursault, J. H., *Principles of Education*.



top of the code. It was designed by a student in the high school. The emblem has the letters B. H. S. entwined with a torch against the background. The torch is symbolical of progress, knowledge, and general betterment.

The administration has been well pleased with the way the students have entered into the whole program. Evidently much value was derived from the activity involved in the formulation of the code. It was the means by which students kept in touch with events happening in our national life and gave them some idea of what a tremendous task it is to work out a worth while social program. The student body has been confronted with many lifelike situations that would not have occurred had they not been working on the code. The interviews held by the students have given patrons a new faith in young people of today and a better understanding of the school's position in our Social Order. It has enhanced the development of a public relations program. It has given the student body a chance for self-expression and has enlisted the aid of that most powerful influence, Social Approval.

The Act follows:

#### BOONVILLE EDUCATIONAL ACT

I pledge to support, to the best of my ability, these points concerning the five fundamental orders of society as stated in the Boonville Educational Act, formulated by the Brain Trust, and so designed as to better one's outlook and relations to the society of today and tomorrow.

##### A. SCHOOL CODE

- I. I consider it a privilege to attend a free public school and will try to show my appreciation to those supporting the school by doing my best.
- II. I will attend school as regularly as possible and make every effort to be on time.
- III. I believe that the welfare of the school should come before an individual desire.
- IV. I will look upon my school work as my job and do everything in my power to succeed. The following suggestions for study are offered by the School committee:
  1. Take care of the following factors: Necessary equipment, a quiet place for study, and a proper amount of light.
  2. Have a study program. Begin work promptly and budget the time so as to have a definite time and a definite place to prepare each lesson.
  3. Learn to do two kinds of reading. Read rapidly when seeking to find major points or to make a survey of the lesson. Read cautiously and critically such material that must be interpreted or mastered.
  4. Do not merely "memorize" but visualize the meaning.
  5. Make practical application of knowledge. Form the habit of working out concrete examples of all general rules and problems. Apply the knowledge as much and as soon as possible. Talk over school work at home.
  6. Check preparation before recitation. Frame questions to test preparation of a lesson. Review the previous lesson and make a rapid survey of the lesson prepared for the day, before going to class.
  7. Use the dictionary freely.
  8. Prepare assignments regularly and accurately making up work as soon as possible on returning to school after being absent.
- V. I will cooperate to the best of my ability with my fellow students and teachers.
- VI. I believe in the teachers as friends and advisors.
- VII. I will respect the rights of others.
- VIII. I will be careful in the use and care of public property; also my classmate's property.

- IX. I will keep appointments and agreements scrupulously.
- X. I will inform myself of rules and regulations and accept them as the best known way of getting along with a group.
- XI. I will abide by the rules of the School Boy Patrol.
- XII. I can be depended upon to give accurate information regarding: excuses for absences, tardies; and preparation of daily work.
- XIII. I will exercise my will power to attain worthy ambitions.
- XIV. I will graciously accept constructive criticism, and try to profit by it.
- XV. I will try to keep physically fit, mentally awake, and morally straight.
- XVI. I will support activities, participate in assembly programs, or give respectful attention to others even if uninterested.
- XVII. I will abide by the Missouri Sportsmanship code, which is as follows:
  1. I will not misrepresent my eligibility.
  2. I will not disappoint my coach, my team, my school, and myself by becoming ineligible for participation after they have depended upon my eligibility.
  3. I will avoid unnecessary roughness that might injure my opponent.
  4. I will play fair at all times.
  5. I will play hard to the end, win or lose.
  6. I will play for the joy of playing and the success of my team.
  7. I will regard the visiting team and officials guests of my school and treat them accordingly.
  8. I will be respectful to officials, accept adverse decisions graciously, and expect them to enforce the rules.
  9. I will congratulate the winner, give my opponents full credit and learn to correct my faults through my failures.
  10. I will keep a stout heart in defeat, accepted with good grace.
  11. When I win I will be modest, considerate, generous.
  12. I will keep my pride under in victory.
  13. I will observe training rules and do my work faithfully as a duty to my team, my school, and myself.
  14. I will keep the rules.
  15. I will keep fit.
  16. I will keep faith with my comrades, play the game for my side.
  17. I will keep my temper.
  18. I will refrain from all vulgarity in the dressing room or on the playing field.
  19. I will keep from hitting a man when he is down.

##### B. HOME CODE

- In endeavoring to be a happy, useful, and worthy member of my home, I shall try to:
- I. Cheerfully contribute my share of service to the home.
  - II. Appreciate the service which other members of the family perform for the home.
  - III. Be satisfied with my fair share of the family income.
  - IV. Practice tact and kindness at home.
  - V. Be tolerant and respect the opinions held by other members of my family.
  - VI. Show self-control in everyday home life.
  - VII. Never cause worry and annoyance to my family by lack of courtesy or offensive habits of any sort.
  - VIII. Show proper consideration and cooperation for suggestions made by the members of my family.
  - IX. Respect the property of other members.
  - X. Never indulge in a grouch or a fit of blues because of a denial made by my parents, but cheerfully acquiesce to their desires at all such times.
  - XI. Be affectionate, companionable and have a sympathetic understanding with the members of my family.
  - XII. Strive to be an asset rather than a liability to my family.

**C. CHURCH CODE**

I shall endeavor in my daily life to carry out the topics listed below, in relation to the church.

**I. Reverence.**

1. I shall be reverent toward God.
2. I shall endeavor to preserve a spirit of reverence in the church services.

**II. Cooperation.**

1. I shall cooperate with established religious leaders whenever I am able.
2. I shall endeavor to carry out to the best of my ability the services I might be asked to give.
3. I shall contribute if possible to the financial welfare of the church.
4. I shall be dependable in my service asked of me.

**III. Toleration.**

1. I shall respect the religious beliefs of others.
2. I shall be hindered in no way by denominational differences in religion.

**IV. General Topics.**

1. I shall develop a spiritual nature that grows daily.
2. I shall strive to convince others of the good of religion.
3. I shall be sincere in any belief and defend what I think is right.
4. I shall practice the moral and spiritual virtues of honesty, fidelity, purity, charity, and love.

**D. STATE CODE**

As a student of Boonville High School, desiring to be a good citizen of my city and State, to contribute my share to the improvement of our government and to promote the peace and happiness of my fellow citizens, I will to the best of my ability endeavor to:

- I. Possess a marked degree of civic pride for my community and state.
- II. Exhibit a keen sense of responsibility for raising the standards for our city and state.
- III. Secure knowledge concerning our city and State and take an interest in its undertakings.
- IV. Encourage education.
- V. Cultivate an attitude of support rather than that of destructive criticism.
- VI. Cooperate with the city and state in all of its worthy enterprises.
- VII. Obey the laws of the city and state.
- VIII. Realize that all qualified voters are duty-bound to exercise their franchise and to familiarize themselves with the election laws.
- IX. Realize that public offices are a public trust and that only qualified and honest men should be chosen to fill them.
- X. Oppose child labor.

XI. Discourage wars and advocate a spirit of brotherliness in our dealings with all nations.

XII. Defend my country from any external aggressor.

XIII. Exhibit love and respect to my country and its flag.

XIV. Encourage others to be honest, loyal and helpful citizens.

XV. In every way give more to my city and state and nation than I receive from them.

**E. INDUSTRY CODE**

With the realization that I am some day to take my place in the world of industry I will:

- I. Endeavor to do all in my power to induce an attitude of friendliness and cooperation toward those situated in established professions in the field of industry that they might aid us in the problems that pertain to the school students.
- II. Advocate a program by which prominent leaders might be brought into the school to talk on their particular lines of work and offer suggestions as to our preparation for that work in later years.
- III. Try to understand the differences of opinion of the prominent business men and use my practical knowledge of business to do that which I think is for the best.
- IV. Try to judge the various labor strifes that occur now and in the future years with an impartial attitude so that I will have a fundamental knowledge of business ethics.
- V. Be in full sympathy with all movements to abolish child labor and abominable wages for long hours, the establishment of a more thorough system by which the Child Labor Laws would be enforced, and the demand for favorable working conditions.
- VI. Train my mind and body so that I may secure the best results from them when I enter the field of industry and so that I may have a strong foundation on which to build my career.
- VII. Uphold the measures adopted by the federal, state and local governments.

By following these plans, I feel that I, as a high school student will be aided greatly in my preparation for future industrial occupation and that by the aid of those now in industry I cannot help but succeed to improve in business practices in future years and help to make industry a factor in helping those who are just starting.

JOE R. MOORE  
Parent of Student

MARY CATHERINE MOORE  
Name of Student

F. G. LOHSE  
Business Recommendation

JAMES R. POLLARD  
President of High School  
GEORGE MORRIS  
Principal of Junior High School  
HAROLD LAMM  
General Chairman

**DRAW IN THE LATCH-STRING**

Draw in the latch-string, lad, and close the door,

Lest those who faint without from toil and pain

Should rob thee of thine own too meager store.  
Can one poor crust sustain their famished forms?

Can one poor shelter save them from the storms?

And surely those who wait and hope in vain  
Will turn and rend thee when thou hast no more.

So draw the latch-string in and close the door.  
There was a man would fling it open wide,  
But He was crucified.

—Jessica Nelson North

# Correlation of Music and Literature for Junior High Schools

By Mary Beauchamp

**I**N THE LAST HALF century giant strides have been made in the field of education; but there is one phase, which in actual teaching practice has remained back in the period of the hickory stick and the oral examination. This phase is the relating of education to life. There is still a vast amount of hum-drum, lifeless, meaningless covering of text books carried on in the numberless schools of our nation.

Correlation is only one manner of relating our teaching to life situations, but we believe it is a step in the right direction. When one thinks of correlation as the relating of various subject-matters to each other and to life, then he begins to grasp the true purpose of education. Correlation helps the student to organize his knowledge and attitudes. It aims to train his mind to function as units. The value of it lies in the fact that most of life is spent in realizing relationships and making new ones. Why not apply this principle to our system of education and allow the child to do in school those things which he will do the rest of his life?

If we grant that correlation is a sound principle, the next step is to determine how to secure it. We shall endeavor to discuss briefly a few methods. The exploratory courses in junior high school are an aid for they help to show the relationship between related subjects.

However, we need to go a step farther and show the relationship between seemingly unrelated subjects. This may be done by using current events, not as a special subject, but as a means of making alive the material taught.

The arts have always been closely related. In life one does not separate them, and the child's interest is much keener if they are correlated in school. This correlation may take the form of mood, of nationalities, or of subject matter.

In the correlation of music and literature, one finds two phases—the appreciative and the participatory. Whenever possible, the child should sing the poem taught in the literature class, or a selection of like mood, thought, or origin. Instrumental talent can be used by having pupils skilled on an instrument furnish atmospheric settings for the literature studied. Recordings are an invaluable aid in teaching the appreciative side. If a selection is too difficult or unsuitable for the children to perform, it can be played on the reproduction machine.

This study is not complete. It is only a beginning in a phase of education which has infinite possibilities. The research includes a very definite outline based on a standard English text and a standard music text. The basic and supplementary material is compiled from outlines of various state courses of study.

## Brief History of the Relation of Music and Literature

Primitive tribes throughout the world, whether in the darkest regions of Africa or on the uncivilized plains of America, have always held characteristic religious ceremonies, which bear striking similarities to each other. A decided rhythm is and always has been common to all such rituals—the reason being that rhythm is basic to all art. The primitives combined all of the arts in their religious dance. The dance began with music alone, the beat of the tom-tom. Then the swaying to the rhythm of the music accompanied the primitive instrument; and finally, when the dance was at its emotional height, the mass chanting completed the unification of the three fundamental arts—music, dancing, poetry.

The ancient civilization of China combined music and poetry in its temple services. Confucius said, "Poetry rouses, courtesy upholds, and music is our crown." Emperor Tsung said, "Teach the children the great poems, and sing them to suitable melodies with instrumental accompaniment."

In the Egyptian institutions, the youth were taught to relate music and poetry. Probably neither art held as great a place in education as in many other countries. The Egyptians thought of music as a social accomplishment.

It is interesting to contrast that view with the one of the Hebrews whose music is so closely related to their literature and religion. The best poetry was sung and probably danced by the Hebrews. Where can one find more stirring poetry than that of the psalms? In the Hebrew schools, trained teachers taught the students to sing the psalms.

The Greek boy's education was divided into two distinct parts. In the morning he attended the arts school and studied all of the arts. The rest of the day was spent in gymnastics.

Our word music is derived from the Muses, who presided over what we consider all the arts. They admitted two groups of art. The first group included architecture, sculpture, and painting; the second, music, drawing, and poetry. This illustrates what a close relationship existed between the arts in the minds of the Greeks. Children began their education with art, and "nothing good or great was expected of men ignorant of music."

In the early history of Rome, music had little significance. What music existed was a militaristic type designed to spur men into action.

Later when Greek influence was felt, the Romans imitated the Greeks in their methods of instructing the children. Never did they feel the devotion to music which dominated Greek education.

After the fall of the Roman Empire, there was no country to keep alive the culture of the centuries, and the dark ages loom on the horizon of history. The one institution which preserved Greek and Roman culture was the Catholic Church. The priests conducted the services in Latin although the congregations were unable to understand them. The monks by their tireless copying of Greek and Roman classics are responsible for saving much of the world's literature. For many years the church was the only bright spot in the lives of the serfs. Gradually it became the custom for each manorial lord to have a court musician, whose duty was to sing and play of the brave deeds of the lord and his clan.

In the twelfth century bands of strolling musicians travelled from one part of the country to another singing and playing their compositions. In France these musician-poets were called *trouvères* and *troubadours*. They composed their own words and musical settings, and in many cases accompanied themselves on the *viele* (a forerunner of the viol).

The reason which we are fortunate enough to have these folk songs is that they were preserved in manuscript form in the manorial library. These manuscripts have been interpreted and translated so we can understand them.

In Germany these musicians were called *runnesingers*; and in England ballad singers. Our language is rich with ballads, which had been told doubtless hundreds of times before they were written. They were the popular songs of the day. The authors are unknown. In fact each ballad probably had numerous authors; for as the ballad was handed down from grandmother to grandchild, its form was changed in the telling of it.

In the sixteenth century music was considered an essential for a well bred person, and even the lower classes were enthusiastic about it.

There is no one author who has expressed himself about music as many times as has Shakespeare. Out of thirty-seven plays of Shakespeare there are thirty-two which contain interesting references to music and musical matters in the text itself. There are three hundred stage directions musical in nature. A reading of his plays will leave no doubt that Shakespeare really appreciated music. He constantly used music to give atmosphere to his scenes.

In teaching Shakespearian plays, there is an excellent opportunity to correlate music and literature.

A survey of the literature of the sixteenth and early seventeenth centuries will convince one that music and poetry were ever closely correlated in the minds of the poets.

During the later part of the seventeenth century a breach occurred between the two arts. In England one finds Pope expressing a dislike for music, the French were not sympathetic toward music; and the greatest German poet of the age, Goethe, failed to grasp the opportunity of relating his work to the numerous great musicians who lived con-

temporaneously with him—namely; Hadyn, Mozart, Beethoven, Schubert, and Weber.

The causes of this alienation were as follows:

First—The current vocal form at this time was the degraded Italian opera.

Second—Many of the greater composers were turning to instrumental music, and the poets could not see the correlation between this type of music and poetry.

This divergence of the ways of music and poetry lasted a very short time. By the latter part of the eighteenth century the two were walking along the same road hand in hand. Robert Burns' poems will always be sung as long as they exist. Sir Walter Scott and Tennyson also contributed their share to the poetry that has musical settings. In our own country, we have had Longfellow, Poe, and Lanier. Modern poetry, because of its decided rhythm and various rhythms, is very adaptable to musical settings.

From this very brief survey one can conclude that there is a wealth of material for correlation of music and literature. A few sign posts have been indicated. Many more have been omitted, but the progressive teacher will have no difficulty in selecting material, once the search is started.

#### Types of Literature Best Suited for Correlation with Music.

Literature may be correlated with music in many ways. There is a value in teaching the same mood or thought at the same time. The best results in correlation can be secured in the teaching of poetry. The reason for this is that the two forms are more closely related than any other forms. Music and poetry are both temporal arts, depending for their apprehension on a fixed succession. The anticipation is constantly roused and is not realized until the selection is completed. Music and poetry are again similar in that they both depend on tone and rhythm for their adequate expression. They are liable to the same defects, which are as follows:

1. A defiance of all rules and regulations.
2. Pedantry.
3. Indulging in the adventurous.

Concerning this last fault, it is interesting to note that "the great artists are supreme not because they are freaks, but because they stand in the royal line of succession."

In the field of poetry itself there are some types more suitable for correlation with music than others. Lyrical poetry is the most adaptable type, but the ballads are an exception to this generalization. The sacred lyrics or hymns are sung more than any other type of lyrics. In my estimation, they should be taught in the literature classes. I wonder how many high school students understand what the thought or emotion is in "Nearer My God To Thee." Yet there probably are few who have not sung it numberless times. The study of a familiar hymn furnishes a splendid method of introducing the study of lyric poetry. And of course the students should sing these hymns as they study them.



The following list of hymns given in "Teaching of Literature in the Grammar Grades and High School" by Bolenius should prove a valuable asset to the curriculum of any school:

Addison—"The Spacious Firmament on High"

Baring-Gould—"Now the Day Is Over"

Bishop-Brooks—"O Little Town of Bethlehem"

Cary, Phoebe—"One Sweetly Solemn Thought"

Lyte, H. F.—"Abide With Me"

Newman—"Lead Kindly Light"

Riley—"The Prayer Perfect"

A resourceful teacher can make numerous additions to this list.

Next to hymns, patriotic lyrics are most often sung. Would not an intelligent study of such songs as "America, the Beautiful," "Hail, Columbia," "America" and "The Star-Spangled Banner" pay us in dividends of better citizenship?

Then there are all of the folk songs of the world. The children love to study them. Thus an appreciation for literature is formed, and we have given to the children something worthwhile which they will remember. It is true the melodies of these songs are familiar to the students, but they are pieces of literature as well as songs. The words are often slighted; few are the children who can explain the mood or thought of these folk songs. It is this situation which needs to be corrected, and can be if music and literature are correlated.

What better way to introduce ballads could be found than by having the class study and sing some of our American cow boy ballads? True they are not great pieces of literature, but if a taste for the ballad can thus be developed, the teacher is then ready to lead her class to a study of ballads which are real literature. Any ballad which has a musical setting will be enjoyed more if sung after a detailed study has been made.

#### A Method of Procedure for Correlation of Music and Literature

This method of procedure is presented because there is one technique which will stimulate the child to greater activity than any other one. This technique has its roots in the universal love of a story.

In each illustration a story is used as the introduction to the poem. In this story the English teacher should try to present a situation and mood so similar to the selection studied that even the slower student will see the analogy. Some of the more difficult words of the selection should be used so as to accustom the child to their usage. The most important step is the preparation of the child for the value or emotional content of the poem. The story should be an experience with which all of the students are familiar; then procedure to the unknown can follow.

In the illustration of "The Princess" the entire story has been told in a way similar to that employed for the actual teaching procedure. "The Princess" is treated primarily

from the viewpoint of the literature teacher, while in the "Lay of the Cid" the procedure has been merely indicated; and the viewpoint is that of the music teacher primarily.

#### The Method for "The Princess"

The following story would be told as an introduction to the narrative poem "The Princess" written by Alfred Tennyson, or as an introduction to the lyrics in this poem.

You doubtless have heard your mothers or sisters discussing whether women should have full equality with man—especially in the industrial and political world. There is a question before each employer whether he will continue employing married women. Many school teachers have lost their positions because they were married. You probably know of someone who has. Many people still believe the proper place for women (married or single) is in the home. This problem had its origin not quite a hundred years ago, and at the time it created such a sensation that authors wrote about it. One author wrote a poem about it, and he found the solution of the problem in a little child.

Sometimes a little child will cause us to do things which we had no intention of doing. Sometimes they can cause us to become happy when we have for some reason lost our tempers. Have you ever done anything against your will because a child wanted you to? In Tennyson's poem a princess changed her mind because of a child. But first I must tell you why Tennyson happened to write the poem.

In the middle of the nineteenth century a movement was started by the women, and a few liberal ones of the opposite sex, to emancipate woman from all the restrictions which had so tightly bound her during the middle ages to a narrow path of weaving and spinning and general household duties. One of the privileges which women sought was the right to have a college education.

Alfred Tennyson was antagonistic to this popular movement and so wrote "The Princess" for the purpose of showing that there was something finer for women than a college education and a career. The theme of "The Princess" is one which is very frequent in literature—that of a small child awakening within one all of the finer instincts of manhood and womanhood.

The story in brief is this. A princess when only a small child was betrothed by her father to a neighboring prince. When the princess reached maturity, she decided that she would not marry; but rather that she would begin a college for women who felt the need of emancipation. She and her companions retired to a castle for the purpose of study. They made a vow that for three years they would not look upon the face of man.

In the meantime the prince came to claim his bride. Hearing of her intentions, he disguised himself as a girl student and along with two disguised friends entered the school of the princess. The three men were soon discovered and doomed to die.

Now, among the women of the college was a

young widow who had a fair baby of only seventeen tender months. While the prince and his companions were awaiting death, this child fell ill; and it became the duty of the princess to care for the child. In the process of caring for the helpless infant, there was awakened in the princess a desire for motherhood, love, a home, and all the values which come from united love. She then relented from her stand, abandoned the college, and married the prince.

"The Cradle Song" with which you are all familiar, is one of a group of lyrics which unite the long narrative poem by showing in each case the effect of mankind by a child. "Blow, Bugle, Blow" is another lyric inserted in the poem to illustrate the ever widening influence of parents upon their children. Each lyric is a modification of the same theme, the love of a child redeeming mankind from the false ways of life.

After the study of the lyrics the songs would be sung by the children.

In Etude for April, 1931, there was a very interesting article entitled "An Appreciative Approach Correlating Music, Art, and Literature" by Mary M. Van Volkenburg. This article was very helpful and combined the three subjects so skillfully by the right procedure of teaching each subject that I am giving a brief outline of it here.

The writer of the article approached the subject from the standpoint of the teacher who is trying to develop an appreciation of the beautiful. Her ideas are as follows: the child should secure an appreciation notebook, loose leaf preferably, and he should feel this is a personal belonging which can be as artistic as his skill will allow. He should feel it is a permanent book that he will wish to keep.

The teacher should secure a list of selections such as are used by Walter Damrosch or the Detroit Public Schools in preparation for free concerts given by the Detroit Symphony Orchestra for the school children. For each selection on this list the teacher should obtain an excellent piece of art and literature which has the same mood and if possible the same nationality and thought. Then for each selection studied the child should include in his notebook the music selection, a colored illustrative picture of the piece of art, and a copy

of the poem. He may also include the story involved in each selection, the general characteristics of each, and sometimes an interesting sketch of the author's life. If the poem is too long to copy in its entirety, the child may note the part of greatest significance or those lines which appealed to him most forcefully.

The following is an illustration:

Music—Rhapsody, "Espana"—Chabrier

Art—"The Laughing Cavalier"—Hals

Poetry—"The Lay of the Cid"—Spanish

First is told the story of Chabrier's life and inspiration for "Espana." An explanation of the selection is given. It represents a gay fiesta in Spain with people in brightly colored clothes dancing to tunes of the stirring Spanish dances. A rhapsody is "a song of patches." This rhapsody is a fascinating combination of two Spanish dances—the jota and malaguena. Then a complete review of the instrumentation is given pointing out use of special instruments for the effect.

Then the picture may be presented of the unknown Spanish gentlemen who has such a puzzling yet fascinating expression. The fact may be taught that although Hals was from Holland, the subject was painted while Holland was fighting to free herself from Spain. The national characteristics of cleverness and greed may be detected on this face if studied closely.

"The Lay of the Cid" is the first early monument in Spanish literature. The poem tells of the adventures of Puy Diaz, an outstanding hero of Spain. It is believed that "The Cid" means "my Lord." It was written at the time when Moors and Christians were struggling for supremacy of Spain.

These correlations may be noted in all three pieces of art:

1. Spain is the common national element.
2. Music is about the gypsies or common folk and the poem is of folk origin.
3. All contain simplicity.
4. The song is a Rhapsody (song of patches). The poem is a collection of shorter accounts grouped together.
5. All masculine.
6. Happiness and adventure in all.
7. Contrasts.
8. Rhythms in three are similar.

#### A TEACHER'S PRAYER

Nancy Spencer-Meyer

A LITTLE girl with sunny hair  
Laid once a small warm hand in mine,  
And then glanced up, with shy blue  
eyes;—  
She said, "I think my teacher's fine!"

Give broader vision, God to me,  
Also a deeper inner sight,  
That I may by example live  
To guide these tiny steps aright.

## The Dynamic Aims of Modern Education

V. M. Hardin, Principal, Pipkin and Reed Junior High Schools,  
Springfield, Missouri.

**T**HERE IS A GREAT DEAL of confusion today in the minds of most patrons and even among certain teachers as to the aims of modern education. This confusion breeds misunderstanding and lack of appreciation of the school of today. We might raise the question—What is the cause of the confusion? One plausible answer is that too many are thinking of education as they knew it thirty or forty years ago as the ideal or criteria for determining the worth of the educational activities of today. It is true that the school of the so-called good old days possessed many excellent virtues. This institution of society performed its task well in its day. So did the ox-cart in its time, the stage coach, the loghouse and other social and economic conveniences. But how many of us would be willing to use the same conveniences or rather hindrances today? It is a recognized fact that our American life at the close of the 19th century and even at the opening of the 20th was relatively simple as compared with that of today. The radio, electric refrigeration, vacuum sweeper, air transportation, sound pictures, and a whole host of other much-used conveniences are of very recent origin. The simple act of long distance communication a few decades ago was a slow process as compared with that of today. Many of us sat in our homes a few weeks ago and heard an address by President Roosevelt almost as distinctly as those who happened to be only a few feet away. Our modern rate of transportation has been speeded up to a point unheard of in past history. A few generations ago our forefathers plodded over to the little village to board the stagecoach for some desired destination. If he arrived too late he merely returned home and waited a week for the next stagecoach and thought nothing of it. Today if a man misses one section of a revolving door in one of our large office buildings he worries about it. Other illustrations could be cited to show the changes that have taken place within the last quarter of a century but that would sidetrack us from the real issue involved.

We are not so much concerned with the problem of change as such as we are with what all of these changes mean to modern education. Just as our social, political and economical life was comparatively simple a few decades ago in like manner education was not confronted with the perplexing problems that it is today. If one were equipped with only the skills furnished by the school of yesterday and had not the opportunity of supplementing those skills with additional training one would find himself poorly prepared for the minor tasks of today much less the major. What we are contending for is not a rejection nor a destructive criticism of the past but a

more intelligent attitude toward, and a skillful attack on the complex problems of today. The past with all of its attending glories and joys is gone never to return. The stern realities of the present are here and we must face them with a Spartan-like courage and contemplate their relation to our future progress. Any scheme of education that fails to do this is unworthy of our support.

### Why Aims Are Essential

Before proceeding further it might be well to show why aims are essential in order that we may understand what the schools of today are trying to do. In the first place, aims set up or reveal the ends for which one is striving. We might clarify this by saying that any activity entered into without clearly defined aims will either fail or will have little meaning to those concerned. What would you think of a man who upon leaving his home in the morning had no definite destination?

Our whole social order is cluttered up with aimless, planless and, as a result, in many instances useless organizations. If some of them were compelled to justify themselves by any clearly defined and justifiable aims or go out of existence, I fear they would make a hasty exit. We must have well defined goals not only to justify the existence of modern schools but to determine where we are going.

In the next place aims are essential for selecting or determining ways and means of realizing the desired ends. If one plans to go to Chicago or some other distant city within a given length of time the means of transportation will be quite different to that of merely crossing the street to the corner grocery. If a fishing trip is the goal for the day, one's actions that day will be decidedly different to those involved in carrying on the regular routine incidental to one's regular vocation.

Therefore what and how the school teaches, also the activities that it provides for the child will be determined by the aims the school accepts for itself and its program. Finally, aims determine the orderly and systematic selection and arrangement of materials for the successful carrying out or completion of a given undertaking. If one plans to build an expensive residence, the selection and the use of materials will not be the same as if one were planning to build a garage or an inexpensive residence. Then having set forth our conceptions of the purpose of aims let us now proceed to announce them and show their relation to the education of today.

### Some Expressed Aims

Back in 1910 the committee on the reorganization of secondary education proposed what is known as seven cardinal principles or seven main objectives of education which are as follows: (1) health (2) command of fundamental processes (3) worthy home membership

(4) vocations (5) citizenship (6) worthy use of leisure (7) ethical character. These principles or aims served to guide the process of education for some time till Dr. Thomas Briggs of Columbia University, New York, defined the aim of all education as follows: *To teach the child to do better the desirable things which he will do any way and to reveal higher activities.* For working purposes this aim is rich in meaning and very challenging to the school. It suggests a very definite task which cannot be ignored. Let us ask, What are the desirable things which the child will do any way?

#### Mathematics

For one thing the child will deal with subject matter in some form or other regardless of how he learns it. Mathematics is a part of his daily life whether in school or out. Will he learn the kind of mathematics that will be of most use to him or will he accumulate a hodgepodge of symbols that have no meaning? Will he see mathematical relations in their proper aspects? When he meets a situation involving a specific kind of mathematics—a situation which he cannot evade—will he be able to bring to bear the kind of mathematics that he should in order that he may have the joy of satisfactory achievement or will he be embarrassed because of a lack of knowledge of the fundamental skills and how to apply those skills to the problem at hand? To be more specific—A boy is given 25c by his mother to go to the corner grocery for two dozen eggs. Eggs are selling for 10c per dozen. The mother tells him that he may keep the change for his own use and for the average small boy the change has real value for him. This simple problem involves two skills. Will he select and use correctly the skills that he should? It is the task of the school to enable the child in the use of skills, to guide him in the selection and the application of more specific skills in their relation to a given situation and to appreciate mathematical relations in every day life. Let us not lose sight of our aim, namely, to do better the desirable thing which he will do any way and certainly he cannot escape life problems involving mathematics whether he recognizes them as such or not.

#### English

Let us take another subject which our child will use daily, that of English. He is constantly facing situations involving various phases of expression. At one time he is facing the challenge of convincing some one of the correctness of his views as for example, he may extol fervently the virtues of his father as compared with those of his playmates. Later in his vocational life he will bring to bear the essentials of this skill on some fundamental problem. At another time he may describe either orally or written some tour which it has been his privilege to enjoy. It is no mean ability to be able to so select and use appropriate words so that they make an adequate appeal to the imagination or picture vividly a particular scene. Again, I repeat

the school is confronted with a definite challenge in satisfying this practical aim.

#### Living With Others

He must not only use subject matter but he must learn how to live usefully and happily with others. This living with others involves sharing within his own group and cooperation with other groups for desirable ends. The willingness to share and to cooperate is not an insignificant virtue nor is it something which will suddenly become a part of the behavior of the individual without previous opportunities to function in human relations. He must be social minded if he is to be a useful individual. He must learn how to live an independent life at the highest possible level in an interdependent order of society instead of an exaggerated individualistic life which has no regard for the rights and privileges of others.

Our whole economic and social order is in chaos today because of over-emphasis being placed on rugged individualism. Recently the president of one of our mid-western life insurance companies not content with having built up an institution of real service to society became obsessed with the dream of closing the pages of his career by seeing his name written over the doorway of the largest hotel in the United States and perhaps the world. As a result he resorted to unsound financial methods which not only played havoc with his dreams but with the company which had honored him in the past and would have continued to do so.

Another recent example of selfishness run wild was that of the president of the second largest bank in the world. Here was a man who avoided deliberately his social responsibility in order that he might take care of his personal interests. How are we to avoid such spectacles as these which I have described in the future? Certainly not by hoping that somehow or other all will be well. Not by ignoring our responsibility, for the school truly is an agency of society which must be tremendously concerned with its needs both now and in the future. But by deliberately planning to realize the full meaning of the aim. By taking advantage of social situations to develop the spirit of fair play. By revealing to the child his specific obligation to others.

Dr. Briggs says in the latter part of the aim that the school is to reveal higher activities. I interpret this to mean that he would avoid a static order of society. We pointed out at the beginning that our life today is far different to that of a generation or more ago. An education that was satisfactory then would be wholly inadequate now. Therefore we must make it possible for the child to see new relations, to discover new opportunities, to have new visions, and to have ambitions on a higher level. Discovering new ways of using the principles of sciences, applying the skills of mathematics to new problems of the day, interpreting civic responsibilities on a broader and more intelligent basis all come well with-



in the scope of the latter part of this major aim.

### Contributory Aims

In order that we may make this aim function efficiently the school must set up for itself three subsidiary or contributory aims. The first of these is to discover and provide for individual differences. The school is recognizing that any program of education regardless of how rich it may be will fail if it does not take into consideration individual differences which are the result of heredity and environment. Since the school has no control over the heredity of the child then it is our job to provide that kind of environment which will secure the best response from the child. How do children differ? They differ physically. Within a given school grade even though the children may be of approximately the same age chronologically yet there are all kinds of variations in height, weight, color of eyes, etc. They differ emotionally. How often do we hear a parent say, "I can't understand my children." "John is stubborn, rebellious, secretive and seems to be happiest when he is doing just the opposite of what I want him to do." "Mary has such a sweet disposition. She is so even tempered and agreeable." If that parent realizes any degree of success, she must deal with the two on the basis of their individual characteristics rather than assuming that they are alike or that she would make them alike. The school also faces that same responsibility. Some children are timid and shy or they may go to the extreme of being antisocial in their attitudes toward other children. On the other hand some children respond quickly to social situations. It is not difficult for them to adjust themselves to others and they cooperate willingly and happily when invited to do so. It is exceedingly easy to neglect the one that needs the most serious consideration and provide for the other because the desired response comes so readily. They differ intellectually. Let me use the automobile vocabulary for the sake of clarity. Some children have a mental capacity of sixty or seventy miles an hour, some, thirty or forty, while others through no fault of their own can travel with difficulty only ten or fifteen miles per hour. It would be little short of a tragedy to try to force the child of ten or fifteen mile capacity to travel at the same rate of speed as the sixty or seventy and the reverse of this process would be just as true. Why are we concerned with the problem of individual differences? Because it is the school's business to make it possible for the child to learn effectively, to form the most desirable habits and attitudes, to live usefully, in brief to teach the child to do better the desirable things which he will do any way.

The second subsidiary aim is to socialize the individual—to help him to realize his relation to others and the fact that the welfare of the group is his welfare too. This is not always an easy thing to do. Most of us teachers grew up and received our training in a competitive environment. Prizes or awards

for spelling and other classroom activities, competition in athletics, the valedictorian of the graduating class, hero worship of rugged individualists are classical illustrations of the emphasis that the school of former days gave to the notion that all of life was a race and he who outstripped his fellows was deserving of greatest honor. May I repeat in different terms what I have said in another place that it is the school's business to provide that kind and that quantity of experiences for each child the result of which will be that he will live an independent life at the highest level possible but realizing too that he is part and parcel of an interdependent society.

The third aim is to provide a basis for the worthy use of leisure. It is a trite saying that people have more leisure today than ever before in our history and what we do with that leisure is extremely important both from the standpoint of the welfare of society and that of the individual. The vast amount of money spent on prize fights, various forms of amusement, travel, etc., are unmistakable evidences that we are the victims of spectatoritis. We are constantly in search of something to fill in the time between acts and if we fail to find it we are of all men most miserable.

A large per cent of our social ills are traceable to the fact that we do not know what to do with our leisure and yet we are to have more of it. It is almost a truism. Tell me what a man does with his leisure time and I will tell you what manner of man he is. It is a problem which must be attacked vigorously and intelligently by both home and school alike. The home instead of resorting to what might be called the method of anesthetics, that is, purchasing amusement for the child or doing nothing at all must assume its due proportion of responsibility. The school through an enriched, purposeful, dynamic program of extra-curricular activities must likewise face its responsibility. This situation must also be provided for in the classroom activities. The teachers of art and music, if given the proper encouragement, can do much in this direction. Teachers of science can, and do reveal many possibilities in the field of nature. They are helping the child to identify himself more definitely with the world in which he lives. The home economics and industrial arts departments have their part to play. The school that meets this issue squarely and constructively will be the one deserving of the greatest support. Let me say again that the child will have leisure regardless of what we do about it. Why not help him to use it advantageously? It is imperative that the school realize those aims in a large measure both for the sake of the child and for the sake of society. The highest quality of citizenship today and tomorrow is essential if our civilization is to endure and the surest guarantee for this to take place is an adequate support and intelligent cooperation on the part of our citizens of today, and teachers with vision and a passion for service to humanity.

## Education and the National Magazines

John K. Norton, Chairman,  
Joint Commission on the Emergency in Education.

ONE OF THE MATTERS to which the Joint Commission on the Emergency in Education has given attention during the past year is the attitude of periodicals of national circulation toward public education. With the assistance of the Educational Research Service of the National Education Association a rating has been made of all articles on education which have appeared in important general magazines.

The most striking and encouraging fact which comes out of this investigation is that on the whole the tone of these articles is both constructive and friendly towards education and the schools. The hypercritical and biased comments which have appeared in a few magazines of national circulation are the exception rather than the rule. This does not mean, however, that all but a few of the articles on education deal adequately with their topic. Many of them are obviously prepared by professional writers who have had little first hand contact with the schools in recent years. When such a writer, who has not been in a schoolhouse for twenty or thirty years, is given the assignment by his editor of producing 4000 words about education, the result is often a series of trite generalities. If genuine educational problems are discussed, the approach is likely to be thru a bewildering congeries of vague and conflicting philosophies of education.

On the other hand, many of these articles written by people who are not educators show a real insight into the problems facing education and of the difficulties of teachers in meeting the demands which society is placing on the schools. Some of them offer criticisms of existing conditions which the educators would be the first to agree are based on sound observation.

The Joint Commission and other educational agencies have been active in recent months in bringing the plight of the schools to the attention of magazine editors and in encouraging articles of a discriminating type. These efforts are doubtless partly responsible for the increasing number of articles, such as those cited below, to mention a few, which have dealt thoughtfully with the problems of the schools:

*American Magazine*, November, 1933. "This Town has Just Become a Father" by Webb Waldron.

*Atlantic Monthly*, November, 1933. "Spasmodic Diary of a Chicago School Teacher," anonymous.

*Cosmopolitan*, November, 1933. "Little Red Schoolhouse Is In the Red" by Helen Christine Bennett.

*Harpers*, November, 1933. "Deflating the Schools" by Avis D. Carlson.

*McCall's*, February, 1934. "The Little Red Schoolhouse; What to Do?" by Maxine Davis.

*Survey Graphic*, December, 1933. "Education for What?" by Lyman Bryson.

*Survey Graphic*, February, 1934. "Spare the School and Spoil the Child," by Graham Taylor.

*Woman's Home Companion*, October, 1933. "The Raid on the School," Editorial.

From its study of educational articles in lay magazines the Joint Commission is ready to recommend certain activities which teachers can carry on, in relation to this type of publication, with important and constructive results. The following are illustrations of some of the things which might be done.

First, simple machinery should be created whereby more teachers will read or at least know of the more important articles on education which have currently appeared in the great national periodicals. The school principal could bring this about if he would ask each of his teachers to subscribe for one magazine and to report to the faculty each month on educational articles of an outstanding character. These reports could be the basis of discussion and a live teachers' meeting. School libraries should carry a larger number of national magazines for the use of teachers and pupils. The superintendent of schools and the principal will find that the quarterly review of *Education in Lay Magazines* of the Department of Superintendence and Research Division of the National Education Association is an economical and discriminating means of keeping in touch with the general trend of educational articles in lay magazines.

Second, the teaching profession should become much more responsive than it is at present to articles in general magazines which deal with education. The desired results can be obtained in various ways. If a significant number of public schools would adopt the policy of creating a small faculty committee responsible for writing two letters each month, one to commend the editor of a magazine for publishing a discriminating and constructive article about the schools and the other protesting the publication of a colorless or unfavorable article, the effect on the editors of our national magazines would be tremendous. These letters should be written in the name of the teachers of the school. They should be carefully written and should tell why the article is considered a good one or a poor one. The letters should always be courteous, even tho the article is not.

The journals of the state education associations might well carry each month a review of an outstanding article on education which has appeared in a lay magazine. The name

of the editor of the magazine should be given and teachers should be encouraged to write the editor of the magazine and the author of the article telling why educators like it.

Third, school people should do their part in bringing magazine editors into closer touch with the best of our public schools. It should be held in mind that most of the editors of important national periodicals live in the eastern part of the United States, that many of them are products of the exclusive private schools which thrive in the northeastern section of the United States, and that as a result they may have little sympathy for a free and democratic system of public schools, and less understanding of the merits of these schools. Is there an editor of a magazine in your town—whether the magazine be of large or small circulation? Why not make his acquaintance and give him an opportunity to see what a public school can be at its best? Perhaps he can be brought to a better appreciation of the role of public education in our democracy. If an unfavorable article appears in a magazine, which you believe to be unrepresentative of the typical public school, write and tell the editor that you hold this belief and describe the situation existing in your school. Editors will welcome such letters.

Fourth, school people should do more writ-

ing on educational issues than they do. Surely, among the 900,000 members of the profession, there are many who can write better articles than sometimes appear in our magazines. Why not try your hand and send in an article? The chances are it will be returned. But do not be discouraged. If the big magazines reject it, submit it to a less important magazine. Keep on trying. Perhaps in time one of your articles will be accepted by an important magazine. Such a thing has happened to other teachers.

It would mean much for education if an increasing number of articles in general magazines could be written by teachers, principals, or superintendents who really know what the schools are trying to do and are doing.

If the teaching profession would set about doing each of the four things which have been suggested, a number of beneficial results would follow. The quality of the articles on education in lay magazines would be immensely improved and the public would get a more accurate picture of the purposes and procedures of our public schools. Teachers would be brought into closer touch with the thinking of the public on education. Teachers would clarify their own thinking as to the purpose of the schools. The schools of the nation would become more effective instruments in building a better social order.

## Character Education in Nebraska

(By J. L. McBrien, Supervisor in Secondary Schools and Character Education, State Department of Public Instruction, Lincoln, Nebraska.)

**D**URING THE INTERIM between the first operation of this law on character education for the school year of 1927-28 and the hearty cooperation of the Knighthood of Youth which began its first work in the state March 1, 1931, there had been much done in character education under the various clubs named in the January number of this paper on this subject, such as Good Citizenship Clubs, Junior Red Cross Clubs, 4-H Clubs, Y. M. C. A's., Y. W. C. A's., and similar clubs.

Dr. F. M. Gregg, Professor of Psychology, Nebraska Wesleyan University, wrote the first bulletin on character education in Nebraska, 1927. It is a scientific and professional discussion of the subject for the use of teachers in the schools and intended to give them proper balance on this vital problem. This bulletin has been one of the required texts for the prospective teachers in the normal training classes in over two hundred high schools. There were fifteen thousand copies of the first edition published in 1927, as edited by Professor Archer L. Burnham, who at that time was Director of Secondary Education in this Department.

Doctor Gregg revised his bulletin in 1929. As edited by Dr. G. W. Rosenlof, Director in Secondary Education, Teacher Training, and Character Education, thirty thousand copies of the revised edition of the bulletin were published. The interest in this subject in out-

side states called for five thousand copies. It is conservative to say that each year since this law has been functioning at least two thousand five hundred prospective teachers in the senior year of the normal training classes in over two hundred high schools in Nebraska have made a study of this bulletin on character education.

The private and church schools, the University of Nebraska, and the state teachers colleges have all given splendid cooperation in inaugurating and carrying on the work of character education, especially by the organization of classes in this work during the summer terms.

Since Nebraska is now in the seventh year in striving for the ideals set forth in the law, the same having been incorporated in the regular course of study for the first twelve grades of all schools of the state of Nebraska, it is evident that practically the entire teaching force has had scientific and professional training in character education. These teachers may now properly direct the boys and girls under their instruction to the great desideratum of human life—character in boys and girls—manhood in men, womanhood in women.

All of these men wrought wiser than they knew in the preparation of these bulletins. As already stated they are a scientific and professional discussion of this great question. From the standpoint of teaching character



they have never been excelled. They have given teachers a proper understanding of their high calling. In the language of a great American statesman they have made it clear to teachers that:

If we work upon marble, it will perish;  
if we work upon brass, time will efface it;  
if we rear temples, they will crumble into dust; but if we work upon immortal minds, if we imbue them with right principles, with the just fear of God and love of our fellow-men, we engrave on those

tablets something which will brighten to all eternity.

Theodore Roosevelt placed the right value on character when he said:

We cannot do our part in the difficult and all-important work of self-government, we cannot rule and govern ourselves, unless we approach the task with developed minds, and what counts for more than developed minds, with trained characters.

## National Folklore Festival Features Dedicatory Exercises

THE UNITED STATES WILL HAVE its first truly national folk festival the first week in May in connection with the dedicatory exercises of St. Louis' new Municipal Auditorium, built at a cost of \$6,000,000, when individuals, groups and handicraft exhibits from every part of the nation will be brought together in an endeavor to discover the fundamental national cultures.

While regional folk festivals have been held in various parts of the United States in the past, it remained for Miss Sarah Gertrude Knott to conceive the idea of a truly national festival that would include any native American folk art groups and such primitive groups as the American Indian and the Negro.

She succeeded in organizing a national advisory committee of approximately 50 nationally prominent educators, authors, playwrights and folklorists, headed by Paul Green of Chapel Hill, a member of the faculty of the University of North Carolina, and author of "In Abraham's Bosom," the 1929 Pulitzer prize-winning play.

The National Folk Festival is open to any individual or group interested in native American folk material, folk plays, folk music and folk dances, with exhibits of arts and handicrafts of the people. They will come together the first week in May, bringing their offerings representative of the traditions, customs and legends which have gone into the making of American life in their particular part of the country.

In each of the divisions of folk music, folk dances, folk drama, and the arts and crafts, outstanding authorities head committees which will select the most authentic material in their particular division that can be found in the United States, and this will be presented at the festival. It is the plan of the national advisory committee to use only the most genuine folk material.

In the folk music division, there will be two phases. The first phase will be the singing and playing of traditional folk music,—for instance the singing of ballads, sea chantys, river songs, Indian songs, cowboy songs, lumberjack songs, etc. and there will be performances on the fiddle, dulcimer and banjo. The

second phase in the division of folk music, will be the production of music based on American folk music, such as the Negro Spirituals, the White Spirituals and the like.

In the folk dance division, such dances as the square dance, the play party games and the Indian dances, will form a program of its own. There will be both individual and group dances.

In the folk play division a number of plays will be chosen for presentation. They must be either genuine folk plays or those based on folk material written by authors of recognized merit.

There will be exhibitions of weaving, hooked rugs, patch-work quilts, woven quilts, blankets, carving, sculpture and pottery. There will be exhibits of the Indian blankets, bead work and other representations of Indian handicraft, as well as paintings made by the Indians or other artists, expressing the mood, the life or the environment of the people.

The national advisory committee, headed by Paul Green and composed of about fifty persons, includes the following Missourians: Mrs. Nettie N. Beauregard, Dr. Patrick Gainer, the Very Rev. Robert S. Johnston, S. J., Dr. Roy Mackenzie, Meyric R. Rogers, Chancellor George R. Throop of Washington University, Edmund Wuerpel, art director at Washington University, and Percival Chubb all of St. Louis and Professor H. M. Belden, University of Missouri, Columbia; Mrs. May Kennedy McCord, folklorist, Springfield; and Vance Randolph, folklorist, Pineville.

Mrs. George How, director of the exhibit department of the Dogwood Festival in North Carolina, has volunteered to look after groups and individuals to participate in the festival from Kentucky, Virginia, Tennessee, and North and South Carolina, and R. G. Tugwell, under-secretary of the Department of Agriculture, promised Miss Knott he would use his influence in generating interest among rural residents in the folk competition. Edward P. Rowan, technical director of fine arts, PWA, promised to encourage artists doing PWA work to submit paintings and drawings of native American art.





# OUR RURAL SCHOOLS

By Miss Ada Boyer

## BRIDGING THE GAP BETWEEN RURAL SCHOOL AND HIGH

**T**HERE IS A HUGE GAP between the rural eighth grade with its tiny classes and the town high school with thirty, fifty, or seventy in the freshman class. We who have gone through graded school and thence into high school where we were well acquainted have no conception of the ordeal awaiting the rural pupil when he faces his first day in high school next September. Even if we do not fully understand, we can half-way bridge the gap, but then we must stop and hope and pray that all high school teachers will not be too busy to finish the work next fall.

The first thing the rural teacher can do is to tell of high school: its arrangement, the classes, the six-week exams, credits, class bell, hours, library, laboratory, different instructors, and different class rooms. If arrangement can be made, the "A" pupils should be permitted to visit some high school, preferably the one the majority of them will enter. Just knowing about the building will be a great help to them on that first trying day.

Since essay type examinations are still given in high schools, the essay type should be used now and then in the rural school. When objective tests are so easily prepared and so quickly graded and given, there is a temptation to neglect the other type entirely, but a thought of that first written examination in high school will lend the teacher courage to give and grade a few of them in order to teach her pupils what they are, how they should be arranged, and how they are graded.

Some consideration must also be given the new subjects the pupils will meet in high school. The special stumbling block for rural pupils is English and after English, algebra. We usually take up algebra first because we can go over some of it before time for review lessons before final examinations. Just after Christmas vacation is a good time to begin. The "A's" always seize upon a chance to accept any help offered along this line. This year, the whole "A" class voted to take a fifteen minute lesson before nine each day. The object of the lessons is to remove the fear of the subject; for to many, it is a strange, monstrous thing with "X" alone a fearful bugaboo. One copy of the text used in the neighboring high school is all that is needed for the work. We do not rush, but we peg steadily along, a few problems each morning, a few new expressions, a few new words.

We have found the lessons very enjoyable; they have added arithmetic knowledge, and have increased scant eighth grade vocabularies until pupils now know many terms helpful in arithmetic. Rural pupils fail in algebra, not from a lack of knowledge of the subject, but from a too limited vocabulary which prevents understanding of the simplest question. We have tried to conquer this difficulty by making a special study of the vocabulary of the text. This work is intended primarily to teach them that algebra need not be dreaded; and the proof that they have no fear lies in the eagerness with which they come to their class.

After enough algebra work has been given to cover the first few weeks' work, we drop that class and take up English. Again the lessons are to pave the way for high school work: more difficult assignments are given, review work is done, vocabulary needs are studied, parts of speech and sentence structure are given extra attention, and the need of high school English is stressed. Pupils often cannot understand why one should know the technical terms of grammar, but a bit of proof is usually all that is needed to show that grammar is essential if they would talk correctly and punctuate right. If given this background for the need and then taught a bit of high school English, the average pupil will have no trouble keeping up with his class in high school.

I might add here that the assignments are all worked out in class: no home work is done, and no school time is taken for the work. With the fifteen minutes allotted to them, they can do a great amount of work—a surprising amount in fact, for supervised study is the most profitable kind. That fifteen minutes will perhaps be neglected time from playground supervision, but many are not there so early, and ordinarily the biggest pupils are in the "A" class, so one can only hope that no trouble arises outside. Even if it should, the work is worth the time.

Going back to the high school problem: We find that the average rural child in the small class is an important person. Perhaps he is the best pupil in his class, the leader in the school, the "big boy" to whom the others turn for help; at any rate, he is prominent in a small group. Next September, he will enter high school; he will be one among many leaders; he will often be lonesome, sometimes

friendless; he will dread the town boys and girls who never fail to make life fairly miserable for the shy country boys; and if he is not made of extra fine material, he will go back to the security of the farm. Some rural children are not like this, it is true, but many still are. And not the least of his troubles is that he will be entering high school with others boys—town boys who have had at least one more term of school than he has had; they have had longer class periods, better trained teachers, more reference books, more material with which to work. The town boys are well acquainted with the high school building and they are on familiar terms with each other. Put the rural boy against the town boy and

the wonder is not that so many rural pupils fail in high school, the wonder is that such an astonishing number pass with high honors and often lead their classes.

After we have helped the rural pupil by bridging what we can of the gap he must cross in September, we must tell him farewell, promise our assistance, and then stand back and pray that next September will send him some kind-hearted, keen-eyed gentlewoman who will extend a helping hand to help him the rest of the way across, or we can hope that some soft-spoken gentleman, masquerading behind a scholarly manner, will see in the lad more than a gawky country boy and will finish the work we have begun.

## A Rural Project in Code Making

We are indebted to E. C. Bohon, Superintendent of Marion County for the following account of and illustrations from a very stimulating program carried on in his county under his direction. Ed.

**T**HE GEORGE A. MAHAN Character-Building Project for the pupils of the Marion County, Missouri, rural schools for 1934 consisted of the problem of drafting a code, setting forth those principles of pupil conduct most conducive to the development of a superior school.

This particular problem was selected because of the nationwide interest in codes, and the hope they offer of ridding cooperative activity of evil practices; of supplanting self with service, of benefiting all rather than one or a few.

It was thought that this project would furnish an opportunity for the children, not to learn something from a book, but to do some constructive thinking on their own account, and that with all the children thinking on what makes a superior school and working out the details of a plan for developing such a school, good results were sure to follow.

Participation in the project was to be optional on the part of the schools. The teacher of each school choosing to cooperate was instructed to invite her pupils to work out their individual codes. These were then to be read and the best features selected and arranged to form "Our School Code." The number of words was to be limited to thirty-five for a preamble and 100 for the code.

The response was highly satisfactory, 75% of the schools submitting codes, each of which showed careful thought and reflected credit upon its authors.

The codes were judged at the end of the first semester, and awards of \$25, \$20, \$15, \$10 and \$5 were made for the best five codes in the order of their rank.

The awards for the character-building projects are made available through the kindly interest of Attorney George A. Mahan, of Hannibal, Missouri, who received his early education in a Marion County rural school. Mr. Mahan believes the rural school, with its rural environment, offers unsurpassed oppor-

tunities for the early training and development of our country's future citizens.

Mr. Mahan's contributions to the county schools for the current year total \$250, covering three projects, one for the rural high schools on "Our National Constitution," and two character-building projects for the pupils of the rural grade schools.

The selection and supervision of the projects are left to the county superintendent of schools who believes that the pupils are receiving much encouragement and inspiration from such esteemed recognition of their efforts.

The following are samples of codes received:

### OUR SCHOOL CODE

**PREAMBLE:** We, the pupils of Bates School, resolve to adopt and faithfully execute this set of rules, believing it our duty to help place Missouri's schools of the future upon a higher pedestal than ever before.

As pupils we pledge ourselves—

- To reverence God.
- To uphold the morals of our school.
- To be sincere in deed and thought.
- To be courteous.
- To be prompt.
- To be industrious.
- To be a friend to those in need.
- To be honest.
- To be obedient.
- To read good books.
- To strive for better English.
- To be generous, brave, thrifty and clean.
- To be kind to schoolmates at school, at home, at play.
- To keep our schoolroom neat and clean.
- To preserve all school property.
- To be a sportsman, true to the ideals and traditions of our school.

### OUR SCHOOL CODE

**PREAMBLE:** We, the pupils of Benbow School, to organize a superior institution, insure school spirit and cooperation, develop

better sportsmanship, assure loyalty to our teacher and school, become real boys and girls, do create this code.

#### STATUTES

We desire our school to be a credit to the community, hence we must:

1. Develop proper school spirit by co-operating both in work and play, working for the good name of our school, doing unto others as we would have them do unto us.
2. Be loyal to our teacher and school.
3. Be truthful, whatever the cost.
4. Be good sportsmen; be square, play fair, and find something good in everyone.
5. Strive to do our best.
6. Obey the rules of health.
7. Be a credit to our school.
8. Be kind, trustworthy, courteous and helpful.
9. Be happy at work and spread happiness.

#### OUR SCHOOL CODE

We, the pupils of Philadelphia School, in order to promote the general educational wel-

fare, to advance character aims and standards, to foster the desire to live pleasantly together do adopt this code.

Whatsoever we would that men should do to us we will do even so unto them.

Conforming to this law we will:

1. Do no wrong or injustice to anyone.
2. Do our day's work every day.
3. Do our duty on time, all of the time.
4. Express good, pure, constructive thought.
5. Serve others, make them our friends.
6. Be courteous, unafraid, truthful and dependable.
7. Practice self-control and self-reliance.
8. Seek cleanliness, neatness, beauty and orderly appearance.
9. Encourage healthful conditions and actions.
10. Use initiative and good judgment.
11. Be loyal to ourselves, our school, our tasks.
12. Win honorably, lose graciously, cooperate generously.

## News Notes and Comments

### WEEK-DAY RELIGIOUS EDUCATION IN COLUMBIA, MISSOURI

FOR SIX YEARS the Federation of Churches have been cooperating with the Board of Education in Columbia, Missouri, in a plan intended to increase and emphasize the attention given to religious training among the students of the public school. The work was begun at the beginning of school in September, 1928, by placing a fulltime teacher in the Junior High School who assumed the regular duties of a junior high school teacher so far as non-teaching activities were concerned but whose peculiar teaching responsibilities were those of religious education. Her subject was classed as an elective, which carried credit commensurate with the time and work allotted to it, and was carried on in the classrooms of the school building.

Three years later the work was extended to the third and fourth grades; and the following year the fifth grade was also included. At this time these three elementary grades and the work done on the junior high school level constitute the extent to which the work is offered.

The elementary grades are taught, not in the school buildings but in four church buildings which are properly equipped for it. Children go from their respective school buildings to a designated church building at the last intermission hour of the day and are there

given the religious instruction. There is no regard given to sending the child to the particular church to which it or members of its family belongs.

The personnel of the religious education work consists of twelve persons, the director, W. Herbert Grant, and eleven teachers. Each of these has been trained for the work of teaching and meets the general academic and professional requirements of the public school board.

The program is financed by the Federation of Churches.

### FORMER HEAD OF MISSOURI SCHOOL FOR THE DEAF IN FEDERAL OFFICE

Dr. Herbert E Day, till recently head of the Missouri School for the Deaf is now with the Federal Office of Education. Dr. Day is at the present time engaged in carrying on a national survey to determine the types of occupations for which deaf and hard-of-hearing young people can be successfully trained and to discover employment possibilities for them under the C. W. A. and P. W. A. programs. The survey now underway is said to be the most extensive of its kind yet to be undertaken. The project involves the cooperation of forty-seven executives of schools for the deaf throughout the country and the employment of 375 field workers.

**SEEING AMERICA ON THEIR OWN**

Medford D. Robbins, County Superintendent of Schools for Madison County, believes that his teachers should supplement their book learning with first hand knowledge. To know America from a book is not enough when means of travel are at hand within the reach

the largest banquet ever served at the Statler Hotel.

Dr. Gerling was praised by the speakers at the dinner as a great scholar, a great civic leader, a great school administrator, one of the most outstanding city superintendents of the United States and a personal friend of the



A Group of Madison County Teachers at Our National Capital.

of the teachers' finances. Mr. Robbins sees to it that so far as cooperative means are capable of reducing travel cost they be used for that purpose.

In the summer of 1932 he secured the use of a school bus and loaded it with teachers who desired to see the wonders of Mammoth Cave. At a ridiculously low cost in money and a few days of time this was accomplished.

The success of the Mammoth Cave tour suggested of course a longer one for the next vacation period. So last summer two busses were used for a trip of several thousand miles through the north and east including Chicago and the Century of Progress Exposition, New York, New Haven, Philadelphia, Washington, Richmond and many other places of interest along the way. This entire journey covering two weeks was made at a total cost of less than fifty dollars.

So enthusiastic have the teachers of Madison County become over this matter of cooperative travel that they have induced Superintendent Robbins to plan two tours for this summer, one east, the other west.

The travel cost is prorated among those taking the trip. Mr. Robbins makes in advance the plans, including all arrangements for meals and lodging.

### **SUPERINTENDENT HENRY J. GERLING HONORED**

Some 1400 teachers, city officials, school board members and other friends gave a testimonial dinner at the Statler Hotel in St. Louis, on Thursday evening, January 18, in honor of Dr. Henry J. Gerling, on his recent reelection to a four-year term as Superintendent of the St. Louis Public Schools. This was

teachers and school children of St. Louis and of the State.

Miss Hilda Hageman, President of the St. Louis Grade Teachers Association, expressed the sentiment of the city's teachers toward Dr. Gerling in the following words: "His great power of leadership has shown forth as a beacon light. We have known him as a man of tact, sane judgment, self control and generosity, but best of all as a kind friend. To him we pledge our support. Loyalty to you, Dr. Gerling, will be the watchword of the Grade Teachers Association."

Dr. Gerling expressed great appreciation for the many tributes paid him and said that his chief desire would continue to be to serve well the boys and girls and the people of St. Louis in the administration of the St. Louis Public School System.

Superintendent Gerling is Vice-President of the National Education Association, Past President of the Missouri State Teachers Association and Chairman of its Executive Committee.

Besides Superintendent Gerling, those who took part on the program included the following: Hon. Bernard C. Dickmann, Mayor of the City of St. Louis; Dr. D. C. Todd, President, Mrs. Elias Michael, Richard Murphy and Ben Weidle, Members of the Board of Education; Wm. R. Gentry, a boyhood friend of Superintendent Gerling; E. M. Carter, Secretary of the Missouri State Teachers Association; Hon. Wm. L. Igoe, President of the Board of Police Commissioners; Stephen M. Wagner, Member of the Board of Election Commissioners; Miss Hilda Hageman, President of the St. Louis Grade Teachers Association; Hon. Chas. M. Hay, City Counsellor of St. Louis; and Sidney Maestre, St. Louis Chairman of the Citizens School Tax Campaign Committee. Solos were given by Miss Ethel



Binnington, R. E. Strickler, J. E. Perrine and Miss Ida E. Hilb. Paul M. Miller, Principal of the Mullanphy School was Toastmaster.—C.

### "EVERY HOME IN MEMBERSHIP" SUGGESTED AS P. T. A. GOAL

With more than twenty-six million children of school age in the United States, and memberships in parent-teacher associations representing less than a million and a half parents, the goal "Every Home in Membership," suggested by Miss Mary England, National Membership Chairman, National Congress of Parents and Teachers, seems singularly appropriate. The disparity between the number of children enrolled in school and the number of parents enrolled in parent-teacher associations has long been one of the knotty problems confronting the organization. Leaders in parent-teacher work prefer to believe that some other reason than lack of interest in the education and welfare of their children motivates the parents who fail to join a parent-teacher association.

In a recent letter addressed to State Congress membership committees, Miss England commends the work of state chairmen last year in the face of unusual discouragement, and urges greater effort toward enrolling parents and teachers in Congress units this year. Membership conferences and surveys, schools of instruction, and council organization are suggested as valuable means for interesting prospective members.

### THE NATIONAL GOVERNMENT AND THE LOCAL DISTRICT HAVE A JOINT EDUCATIONAL RESPONSIBILITY

A. G. Capps and W. W. Carpenter, professors of education in the University of Missouri, are co-authors of an article entitled "The Fruit Basket Turns Over" in the February, 1934, JOURNAL of the National Education Association. In order to obtain facts relative to the amount of shifting in school population, Mr. Capps and Mr. Carpenter made a study of the question in three representative Missouri towns—Moberly, Mexico, and Boonville. Since Missouri is near the geographical center of the United States, the facts are fairly representative of a large number of states in the Mississippi Valley. The three towns selected are near the center of Missouri and situated on first class highways. None of them contains a state educational institution which might account for undue shifting of population. A map of the United States accompanies the above article, showing, state by state, the number of changes of location made by pupils in Moberly, Mexico, and Boonville. The facts set forth by the writers: "clearly indicate that even our stable towns in Missouri must become interested in the educational offerings of other states, since a considerable portion of their school population will have spent part of their school life in the schools outside of our own state. This is doubtless true of other states and the federal government."

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### THE FOURTH DEGREE

Mr. Will G. Lockridge of Fayette, Missouri, was a member of the Board of Education in that community on April 13, 1933. On that date, according to an article written by him and published in the Fayette Advertiser he voted for a motion to re-elect all of the high school teachers who wanted to be re-elected to their positions. Among those then employed and who wanted re-election was one W. L. Lockridge. The motion carried unanimously and as a result Mr. Will G. Lockridge was deemed guilty of nepotism and resigned from the board.

His guilt was predicated upon the fact that he, the board member, and W. L. Lockridge, the teacher elected along with the whole group of teachers, were great-grandsons of the same great-grandfather born in the eighteenth century. Their grandfathers were brothers. Our State Constitution forbids a member of any governmental body of the state or one of its subdivisions appointing to any position of service to the State a relative of the fourth degree or closer. The penalty for the offence extends only to the appointing officer and consists of being ousted from office.

The facts that Mr. Will G. Lockridge was a valuable man on the board, that he had been elected by a majority which indicated that the people had complete confidence in his integrity, and that the election of his distant relative was favored by all other members of the board, serve to emphasize the fact that even laws meant for the common good may become in their administration ridiculous to the nth degree.

### STATE PRIZE WINNER

Marvin E. Langford, teacher of the Lone Prairie school in Audrain county won the state prize essay contest awarded by the W. C. T. U. for the best essay on "Scientific Temperance Instruction." The honor was celebrated by a formal banquet given in honor of Mr. Langford at the school house recently. Everything connected with the banquet and program was planned and managed by the pupils of the school.

### MORE CENTRAL AUTHORITY

Missouri's school laws ought to be restudied and revamped. There ought to be more central authority. The move in that direction could be made more easily now than it can when tax money pours in during boom times. But the first step in that direction if anything is to be accomplished will have to be a different type of legislature.

—From an editorial in the St. Louis Star.

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### SCHOOL FIRE

The Oldham School in Jackson county, near Independence, Mo., was destroyed by fire during the holidays. It was a two-room rural school built six years ago and considered one of the most modern in the county. The basement contained an assembly room. It was insured for \$12,000, which insurance together with a small bond issue will be sufficient to restore the structure.

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Independence Day, Holiday . . . . .	Wednesday, July 4.
Summer Session Men's and Women's Dinner . . . . .	Thursday, July 12.
Baccalaureate Service . . . . .	Sunday, July 29.
Class Work Closes . . . . .	4 P. M. Friday, August 3.
Commencement . . . . .	8 P. M. Friday, August 3.

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